

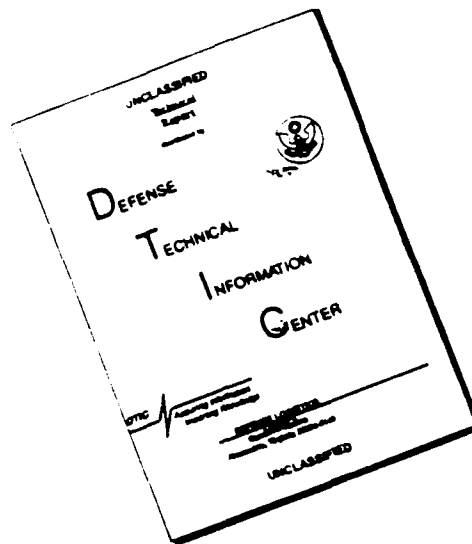
Ad-A 278443

**EXPRESSED REASONS OF PRIMIPAROUS MILITARY
DEPENDENTS FOR AND FOR NOT ATTENDING
CLASSES FOR EXPECTANT PARENTS IN
RELATION TO CERTAIN SOCIO-
ECONOMIC FACTORS**

EVALINE R. BAKER, B.S.N.



DISCLAIMER NOTICE



THIS DOCUMENT IS BEST
QUALITY AVAILABLE. THE COPY
FURNISHED TO DTIC CONTAINED
A SIGNIFICANT NUMBER OF
PAGES WHICH DO NOT
REPRODUCE LEGIBLY.

Unlimited

This dissertation was conducted under the
direction of Lucille E. Pocarson
as Major Professor, and was approved by
Patricia Taylor as Reader.

69B 94-10301


Accession For	
NTIS	CRA&I
DTIC	TAG
Unannounced	
Justification	
By	
Distribution	
Availability Codes	
Dist	Avail and/or Special
A-1	

94 4 4 195

**EXPRESSED REASONS OF PRIMIPAROUS MILITARY
DEPENDENTS FOR AND FOR NOT ATTENDING
CLASSES FOR EXPECTANT PARENTS IN
RELATION TO CERTAIN SOCIO-
ECONOMIC FACTORS**

by

Evaline R. Baker, B.S.N.

**A Dissertation
Submitted to the Faculty of the School of Nursing
of The Catholic University of America in Partial
Fulfillment of the Requirements for the
Degree of Master of Science
In Nursing**

**January, 1967
Washington, D. C.**

DDIC QUINCY 11/11/67

TABLE OF CONTENTS

LIST OF TABLES	Page iii
Chapter	
I. INTRODUCTION	1
Scope and Limitations	
Hypotheses	
Definition of Terms	
Review of Literature	
II. METHOD OF PROCEDURE	10
III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA	15
The Subjects	
The Socioeconomic Factors Studied	
The Reactions and Comments of Primiparas About the Classes	
IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	35
APPENDICES	
A. Letter Requesting Permission to Conduct The Study	40
B. Interview Schedule	41
C. Fifty-Two Factors Derived From The Interview Schedule and Their Corrected Chi-square Values	54
BIBLIOGRAPHY	62

LIST OF TABLES

Table	Page
1. 2x2 Contingency Table	13
2. Attendance at Classes for Expectant Parents by the Number of Classes Attended	16
3. Factors Related to Socioeconomic Status Categorized According to Broad Areas, Number of Factors, and These Factors Which Differentiated Between Primiparas Who Did and Did Not Attend Classes for Expectant Parents	19
4. Attendance and Nonattendance at Classes for Expectant Parents by the Age of the Primiparas	20
5. Attendance and Nonattendance at Classes for Expectant Parents by the Race of the Primiparas	22
6. Attendance and Nonattendance at Classes for Expectant Parents by the Total, Monthly, Family Income of the Primiparas	23
7. Attendance and Nonattendance at Classes for Expectant Parents by the Presence of the Husband in the Home	24
8. Factors Related to Influence of Attendance at Classes for Expectant Parents by These Factors Which Differentiated Between Primiparas Who Did and Did Not Attend Classes for Expectant Parents	25
9. Attendance and Nonattendance at Classes for Expectant Parents by Possession of Prior Experience in Infant Care	26

Table**Page**

10. Attendance and Nonattendance at Classes for Expectant Parents by Source of Information Regarding Availability of Classes	27
11. Reasons for Not Attending Classes for Expectant Parents Given by Primiparas Who Did Not Attend	29
12. Possible Reasons for Attending Classes for Expectant Parents Given by Primiparas Who Did Not Attend	30
13. Reasons for Attending Classes for Expectant Parents Given by Primiparas Who Attended Classes	32
14. Most Helpful Topics Included in Classes for Expectant Parents According to Primiparas Who Attended The Classes	33
15. Responses to a Request for Suggestions for Improvement in Classes for Expectant Parents Given by Primiparas Who Had Attended the Classes	34

CHAPTER I

INTRODUCTION

The purpose of this study was twofold, namely, to ascertain the expressed reasons given by two groups of primiparous military dependents for attending or for not attending classes for expectant parents and to differentiate between the two groups on the basis of certain socio-economic factors. Knowledge of such findings might be helpful to Army Health Nurses in planning their nursing activities with classes for expectant parents in the future.

The memory of the childbirth experience is extremely important to a woman and " . . . often reflects quite seriously on the future well-being of both mother and baby."¹ Whether labor can be enjoyable as well as painless is questionable; however, it has been demonstrated that the well-informed mother, who has established a good relationship with her medical attendants, usually finds childbirth more of a gratifying

¹Norman Morris, "Maternity Unit of the Future, Nursing Mirror (January 6, 1941), 14.

experience than one who is fearful, ignorant, and mistrustful.^{2,3,4}

Young people are marrying at an earlier age and as a result there is an increase of married men in the lower military ranks of the Armed Forces.⁵ Few young parents know what they should about the childbearing process and as a result are insecure and fearful.⁶ The needs of the young military man and his expectant wife are compounded by the following distinctive factors in the military environment; the increased mobility of personnel giving and personnel receiving obstetrical care; the temporary non-chosen living situation for many young couples; the tenuous or nonexistent community ties; and the inaccessibility of friends and relatives.^{7,8} An attempt has been made in recent years to relieve the insecure and fearful

²Eileen Scott and A. M. Thompson, "A Psychological Investigation of the Primigravidae, IV-Psychological Factors and the Clinical Phenomena of Labor," Journal of Obstetrics and Gynecology of the British Empire, LXIII (August, 1956), 502.

³Clarence Davis and Frank Morrone, "An Objective Evaluation of a Prepared Childbirth Program," American Journal of Obstetrics and Gynecology, LXXIV (November, 1954), 1196.

⁴Lloyd H. Miller, "Education for Childbirth," Obstetrics and Gynecology, XVII (January, 1961), 123.

⁵Gertrude F. Allen, "The Increasing Needs of Outpatient Services," Army Health Nursing, ed. Elizabeth A. Pagels (Washington, D. C.: Walter Reed Army Institute of Research, 1957), p. 37.

⁶Hazel Corbin, "Education for Parenthood," Public Health Reports, LXXI (October, 1956), 1024-26.

⁷Pearl Parvin Coulter, "The Value of the Health Council in Program Development," Army Health Nursing, ed. Elizabeth A. Pagels (Washington, D. C.: Walter Reed Army Institute of Research, 1957), pp. 49-50.

⁸Helen L. Fisk, "The Army Health Nurse Contributes to Total Patient Care," Army Health Nursing, ed. Elizabeth A. Pagels (Washington, D. C.: Walter Reed Army Institute of Research, 1957), p. 134.

feelings of expectant parents, both in military and civilian communities, through expectant parent education.

Classes for expectant parents are expanding in number throughout the United States and are being accepted as an essential part of prenatal care by a growing section of doctors, nurses, and parents, especially those who are expecting their first baby.⁹ The exact number of classes now existing in the civilian community throughout our country is unknown. As of June, 1964, classes for expectant parents were being taught on 95 per cent of the fifty-three United States Army installations around the world where Army Health Nurses are assigned.¹⁰

In spite of the fact that education for childbirth programs are increasing in number, it is indicated that they are reaching a minority of expectant parents at any given time.¹¹ It is estimated that approximately 10 per cent of the expectant parents in New York City attended some type of classes for expectant parents.¹² A study conducted at an Army General Hospital revealed that only 22 per cent of the 365 primiparas, who delivered infants over a four-month period, attended classes for expectant parents,

⁹"What's What About Classes for Parents," Briefs, XX (March, 1956), 40.

¹⁰Interview with Aloha Hammerly, Army Health Nursing Consultant, Office of the Surgeon General, Department of the Army, December 4, 1964.

¹¹Helen M. Wallace, "The Epidemiology of Maternal and Child Health," Epidemiology in Nursing, ed. Marjorie J. Corrigan and Lucille E. Corcoran (Washington, D. C.: The Catholic University Press, 1962), p. 199.

¹²"What's What About Classes for Parents," op. cit., p. 41.

though classes were available to all.¹³

While the literature seems to indicate that classes for expectant parents are beneficial and such classes are available, there appears to be a large percentage of the expectant parents who do not attend.

Wallace has indicated that we might need to modify our approach to expectant parent education so that the needs of more parents will be met.¹⁴ Before modifications are made we need more information on what motivates expectant parents to act the way they do.¹⁵ Why are some expectant parents receptive to the idea of classes for expectant parents?¹⁶ Why do some expectant parents with little or no apparent knowledge of childbirth fail to attend these classes?¹⁷ Scott and Thompson said that "efficient child-bearing will be influenced by many factors but none so much as the mother herself."¹⁸ Mothers are a product of their environment; therefore, we should

¹³Evaline R. Baker, "Why Are the Structured Expectant Parents' Classes at Brooke Army Medical Center Poorly Attended?" (unpublished Staff Study, submitted to the Nursing Science Section of the Medical Field Service School, Fort Sam Houston, Texas, May 8, 1964), p. 1.

¹⁴Wallace, op. cit.

¹⁵Alfred Yankauer et al., Pregnancy, Childbirth, the Neonatal Period, and Expectant Parents' Classes (Albany, N. Y.: New York State Department of Health, 1958), p. 11.

¹⁶Mary Jane Hungerford, "The Greatest Values in Expectant Parents' Programs," Child Family Digest, XIX (May-June, 1960), 89.

¹⁷Carolyn Elinabeth Comer, "The Educational and Emotional Effectiveness of a Selected Training in Childbirth Program in the Opinion of the Primigravida and Her Husband" (unpublished Master's dissertation, School of Nursing, The Catholic University of America, 1959), p. 30.

¹⁸Eileen Scott and A. M. Thompson, "A Psychological Investigation of Primigravidae; I-Methods," Journal of Obstetrics and Gynecology of the British Empire, LXIII (June, 1956), 331.

consider their socioeconomic background and interpret their behavior in that light.¹⁹

Knowledge of the reasons why primiparas do and do not attend classes for expectant parents and the relationship between attendance or non-attendance and certain socioeconomic factors should result in an increased understanding of the problem. It is hoped that through this acquired discernment of the primiparas in question, more astute modifications in the area of expectant parent education will result.

Scope and Limitations

The study was limited to one Army General Hospital. Another limitation was the small size of the sample, which consisted of a total of forty primiparas who were divided into two groups of twenty primiparas each.

The basic assumptions in this study were:

1. Classes for expectant parents provide material which is meaningful to mothers;
2. Some mothers fail to attend classes for expectant parents;
3. Some mothers attend classes for expectant parents; and
4. Mothers will express their reasons for attending or failing to attend the classes.

Hypotheses

The following hypotheses were tested in this study:

1. There will be no difference between primiparas who attended

¹⁹Dugald Barid, "Social Factors in Obstetrics," Lancet, I (June 25, 1949), 1079.

classes for expectant parents and primiparas who did not attend such classes in terms of certain socioeconomic factors.

2. The majority of primiparas failed to attend classes for expectant parents because they do not feel a need for the information presented.

Definition of Terms

The following terms are defined in the sense in which they were used in the study:

Dependents of military personnel--women who are dependent upon an active duty member of the United States Armed Forces for their support, which members are eligible for medical services from the government of the United States of America.

Primiparas--dependents of military personnel who had recently given birth to their first baby.

Reasons given by primiparas--explanations given by mothers stating why they attended or failed to attend classes for expectant parents.

Classes for expectant parents--a series of three or more classes designed to prepare expectant parents for childbirth and parenthood.

Attendance at classes for expectant parents--referred to mothers who attended any one or more of the classes for expectant parents in any given series of three or more classes.

Failing to attend classes for expectant parents--referred to mothers who did not attend any type of classes for expectant parents during their pregnancy.

Socioeconomic factors--these factors which are associated with income, type of occupation, and education and which might have a bearing on whether or not primiparas would or would not attend classes for expectant parents.

Review of Literature

A survey of literature revealed studies which were designed to determine why primiparas did or did not attend classes for expectant parents. Other studies were found in which a determination of socioeconomic differences was made between primiparas who attended classes for expectant parents and those who did not attend any such classes.

Concerns which motivated twenty-nine expectant mothers to enroll in a select class for expectant parents were studied by Flannery who found that seventy-eight per cent of the mothers expressed concern related to some aspect of labor and delivery. Eleven per cent were concerned about the welfare of the mother and the baby. Seven per cent wanted to exchange ideas with other class participants, while the remaining four per cent attended as a result of the suggestion of the doctor.²⁰

Baker found that reasons given by fifteen selected primiparous military dependents for not attending classes for expectant parents were: lack of transportation because the husband worked evenings; and no real reason, "just didn't attend."²¹

²⁰Sister Michael Marie Flannery, "Expressed Concerns Which Motivate Expectant Mothers to Register in a Selected Training for Childbirth Program" (unpublished Master's dissertation, School of Nursing, The Catholic University of America, 1962), p. 15.

²¹Baker, op. cit., p. 5.

Davis and Morrone revealed that parents who are under the age of twenty, with only a high school education or less, usually did not seek classes for expectant parents as often as the older, better educated parent. The less well educated parents were, as a rule, in the lower socioeconomic group.²²

Scott et al. studied 278 primigravidae in Aberdeen, Scotland to examine the relationship between intelligence and attendance at classes for expectant parents. When the scores on the Wechsler-Bellevue intelligence test fell below average within each social group the rate of attendance at the classes also decreased. The overall attendance rate at the classes for expectant parents was 39 per cent in the middle and upper social groups and 25 per cent in the lower social groups.²³ Reasons brought out in this study for nonattendance at classes for expectant parents varied. The author cited this as follows: "Illness or special domestic responsibilities accounted for some but most thought it was better not to know too much about the process of childbirth; they felt that they would do better if they did not know too many details."²⁴

From interviews with 283 primiparas, Yankauer et al. found that mothers who did not attend classes for expectant parents differed from those

²² Davis and Morrone, op. cit., p. 1197.

²³ Eileen M. Scott, R. I. Illsley, and Marion E. Ballis, "A Psychological Investigation of Primigravidae: III-Some Aspects of Maternal Behavior," Journal of Obstetrics and Gynecology of the British Empire, LXIII (August, 1956), 397.

²⁴ Ibid., p. 501.

who did attend in certain socioeconomic characteristics. Those who did not attend were not as well educated and lived on smaller family incomes. The occupations of their husbands carried less prestige and were more menial in character. The researchers concluded that the group who did not attend were, in general, from the lower socioeconomic group; however, a significant portion of the mothers from the lower socioeconomic group did attend.²⁵ The reasons for nonattendance, given by primiparas in this study were similar to those mentioned in the previously reported studies; however, 41 per cent of the 131 primiparas who did not attend the classes did not know that they were available.²⁶

Of the studies reviewed, none related directly to the area selected for this study, namely, attendance of military dependents at classes for expectant parents as related to certain socioeconomic factors.

²⁵Yankauer et al., op. cit., p. 24.

²⁶Ibid., p. 38.

CHAPTER II

METHOD

Since this study is concerned with existing situations, the descriptive or survey method was selected for this investigation.²⁷ The interview technique was used to obtain the data for the study.²⁸

The study was conducted on the postpartum ward of an Army General Hospital located in the Eastern Section of the United States. The average number of deliveries at the hospital each month was about eighty, 40 per cent of which were primiparas. This hospital rendered obstetrical services to certain civilians as well as to dependents of military personnel from all branches of the Armed Forces. A series of three classes for expectant parents was available to all interested expectant parents at the above stated hospital. There was also a series of six classes offered in the civilian community.

The Army Health Nursing Consultant, in the Office of The Surgeon General, Department of the Army, was consulted by telephone regarding a possible site for the study and a letter requesting permission to conduct the

²⁷ Burton Meyer and Loretta E. Meidgerken, Introduction to Research in Nursing (Philadelphia: J. B. Lippincott Co., 1962), p. 376.

²⁸ Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), p. 351.

study was sent to the Commanding Officer of the suggested hospital.²⁹ Written permission was quickly forthcoming.

A personal interview was conducted with the Chief of Nursing Service, the Army Health Nurse, and the Nursing Supervisor of the Obstetrical Service to explain the purpose and method of the study. Verbal permission was sought and obtained from the obstetrical supervisor to use the nursing records to determine who would be eligible for inclusion in the study. A plan was made for the review of the records and for interviewing the patients. The criteria of the study was to select primiparous military dependents who did and did not attend classes for expectant parents.

The subjects consisted of two groups of twenty primiparas each. The first group comprised the first twenty primiparas admitted to the postpartum ward after August 18, 1965, who had attended classes for expectant parents. The second group included the first twenty primiparas admitted to the postpartum ward after August 18, 1965 who had not attended the classes. A total of thirty-nine women were interviewed. It was decided by the psychiatric consultant, that one woman, who had attended the classes, could not be interviewed due to an acute mental disturbance following delivery.

For the data collection, an interview schedule was constructed and used as a guide with each expectant mother.³⁰ This enabled the interviewer to elicit information from the participants with greater efficiency. To facilitate its use, the guide was divided into three sections. Section I consisted of specific items pertaining to background information about the expectant

²⁹Appendix A.

³⁰Appendix B.

parents, such as, identification, socioeconomic status, and questions regarding factors influencing attendance at classes for expectant parents. These questions were asked of all participants in the study. Sections II and III comprised items which were concerned specifically with attendance at classes for expectant parents. Section II was directed toward those who did not attend the classes and Section III was directed toward those who did. Both open end and closed end questions were included in all three sections.

The interview schedule was pretested on two primiparas who had attended classes for expectant parents and on two who had not. As a result of this preliminary study the following revisions were made:

1. Three questions were reworded in order to clarify their meanings.
2. The question concerning income did not elicit the desired information as stated; therefore, this item was changed to monthly income.
3. One item proved inadequate, therefore, an open end question was substituted.
4. One question was found to be redundant; therefore, it was deleted.

The data were collected over a two-month period. Primiparas who had not attended classes for expectant parents were readily available; however, those who had attended were limited in number. The interviews were conducted within twenty-four to ninety-six hours after delivery. The responses were immediately recorded on the interview schedule. The data were then transferred to tabulation sheets.

Data from fifty-two factors, thirty-nine related to social economic status and thirteen related to influence of attendance at classes for expectant parents, derived from the interview schedule were quantified and divided into two subgroups, a low subgroup and a high subgroup.³¹ The two subgroups were obtained by dichotomizing the data when necessary at the approximate combined medium measure for both groups. The data were then cast into a 2x2 contingency table as shown in Table 1.³²

TABLE 1
2x2 CONTINGENCY TABLE

	No. of Measures Below Approximate Combined Medium	No. of Measures Above Approximate Combined Medium	
Attended Class	(A)	(B)	(A+B)
Did Not Attend Class	(C)	(D)	(C+D)
Total	(A+C)	(B+D)	N = (A+B+C+D)

Because of the small number of cell entries due to the size of the two groups of primiparas, the following chi-square formula with Yate's correction was used to determine if the two groups differed significantly in

³¹Appendix C.

³²Henry E. Garrett and R. S. Woodworth, Statistics in Psychology and Education (New York: David McKay Co., 1962), p. 265.

relationship to the selected factors:

$$\chi^2_C = \frac{N(|AD-BC| - N/3)^2}{(A+B)(C+D)(A+C)(B+D)}$$

The probability of obtaining a chi-square as large or larger than the observed chi-square taken from samples of the same size was read from the appropriate table. These values for the fifty-two factors are found in Appendix C. The values for the chi-squares were considered to be significant if the probability of occurrence was .05 or less.

Five questions concerning reactions to and comments about classes for expectant parents produced data which were placed in tables and explained rather than subjected to analysis.

Analysis of the data appears in the preceding chapter.

CHAPTER III

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

The Subjects

A total of forty primiparas were selected for inclusion in the study. Of these, twenty had attended classes for expectant parents and twenty had not attended any such classes. One of the twenty primiparas who had attended classes for expectant parents could not be interviewed at the request of her psychiatrist; therefore, the total subjects of the study was thirty-nine. With the exception of one primipara, all those who had attended classes for expectant parents attended those given at the Army General Hospital where this study was conducted. The one primipara who attended classes elsewhere, attended classes which were sponsored by a large downtown department store. All of the primiparas except one, who had not attended classes for expectant parents, knew that they were given at the Army hospital. Table 2 shows attendance at classes for expectant parents by the number of classes attended.

As shown in the table, fourteen, or 74 per cent of the nineteen primiparas who attended classes completed a series of three classes, while one, or 6 per cent, completed a series of six classes. Two of a series of

three classes were attended by three, or 16 per cent, of the primiparas. One, or 5 per cent, of the primiparas attended one of a series of three classes. With the exception of the series of six classes which one primipara attended, all of the classes attended by the primiparas were taught by the same individual with the assistance of special speakers who varied from series to series. Efforts were made for the emphasis in terms of content and method to be kept as comparable as possible for each series.

TABLE 2
ATTENDANCE AT CLASSES FOR EXPECTANT
PARENTS BY THE NUMBER OF
CLASSES ATTENDED

Number of Classes	Attendance	
	Number	Per cent
1	1	5
2	3	16
3	14	74
4 or more	1*	5
Total	19	100

* Attended six classes.

The thirty-nine primiparas included in the study ranged in age from seventeen to thirty years of age. Twenty-six of them were under the age of twenty-two. The majority, or thirteen, of the nineteen primiparas who attended classes for expectant parents were over the age of twenty-two, while

the majority, or fourteen, of the primiparas who did not attend classes were under the age of twenty-two.

Twenty-six of the total group of thirty-nine primiparas were Caucasian and thirteen were Negro. Two of the Caucasian primiparas were from countries other than the United States. The majority, or seventeen, of the nineteen primiparas who attended classes for expectant parents were Caucasian. The majority, or eleven, of the twenty primiparas who did not attend classes were Negro. Both of the foreign born primiparas were in the group that attended classes.

Of the thirty-nine primiparas included in the study, thirty-three were Protestants and six were Catholic. There were fifteen Protestant primiparas in the group that attended classes, and eighteen in the group that did not attend classes.

The educational attainment of the thirty-nine primiparas included in the study ranged from completion of the tenth grade to completion of four years of college. All of the nineteen primiparas who attended classes for expectant parents completed high school, and three of them completed four years of college. Three of the primiparas who did not attend classes for expectant parents did not complete high school, and none of them completed four years of college.

The husbands of the thirty-nine primiparas were older and had completed more years of formal education than their wives. Twenty-five of them were under the age of twenty-five. As previously noted twenty-six of the wives were under the age of twenty-two. None of the husbands whose

wives attended classes for expectant parents were under the age of twenty and two were over the age of thirty. Three of the husbands whose wives did not attend the classes were under the age of twenty and none were over the age of thirty.

The educational attainment of the thirty-nine husbands ranged from completion of the tenth grade to completion of the requirements for a Doctorate of Philosophy. All of the husbands whose wives attended classes for expectant parents completed high school, and six of them completed five or more years of college or professional school. Three of the husbands whose wives did not attend classes for expectant parents did not complete high school, and none of them completed more than four years of college.

The military rank of the thirty-nine husbands whose wives were included in the study ranged from Private E1 or its equivalent to Captain or its equivalent. Two of the husbands whose wives attended classes for expectant parents were of a rank less than Corporal or its equivalent and eight were of a rank of Second Lieutenant or its equivalent or above. Ten of the husbands whose wives did not attend classes for expectant parents were of a rank of less than Corporal or its equivalent and two were of a rank of Second Lieutenant or its equivalent or above.

The Socioeconomic Factors Studied

One of the purposes of this study was to differentiate between two groups of primiparas, namely, those who attended classes for expectant parents and those who did not in terms of certain socioeconomic factors. A total of fifty-two factors, thirty-nine related to socioeconomic status and

thirteen related to influence of attendance at classes for expectant parents, were investigated. (Appendix C). The significance of finding a difference as large or larger than the observed between the two groups of primiparas was determined by application of the chi-square test with Yates' correction.

Table 3 presents the factors related to socioeconomic status

TABLE 3

FACTORS RELATED TO SOCIOECONOMIC STATUS CATEGORIZED
ACCORDING TO BROAD AREAS, NUMBER OF FACTORS, AND
THOSE FACTORS WHICH DIFFERENTIATED BETWEEN
PRIMIPARAS WHO DID AND DID NOT ATTEND
CLASSES FOR EXPECTANT PARENTS

Broad Areas	Number of Factors Considered	Factors Significant at the .05 Level or Beyond
Personal Data	3	*(2) *(3)
Medical Care	4	...
Education	2	...
Family Background	8	...
Employment	9	...
Military Service	3	...
Income	1	*(33)
Area of Residence	3	...
Living Accommodations	3	*(38)
Transportation	1	...
Other Family Characteristics . .	2	...

*The number in parenthesis () corresponds to the number of the factor in "Fifty-two Factors Derived from the Interview Schedule and Their Corrected Chi-square Values." (Appendix C).

categorized according to broad areas. This table also shows the factors which appear to discriminate between the two groups of respondents at the

specified .05 level significance or beyond. Each of the thirty-nine factors fell into one of eleven different categories.

Of the eleven categories shown in Table 3, personal data, income, and living accommodations were found to contain a total of four factors which differentiated between the two groups of respondents at the .05 level or beyond. These four factors were: age and race of the primipara, total monthly family income, and presence of the husband in the home. The hypothesis which stated that "there will be no difference between primiparas who attended classes for expectant parents and primiparas who did not attend such classes in terms of certain socioeconomic factors" was rejected.

A presentation of each of the four socioeconomic factors which were found to be significant follows.

Table 4 presents the data concerning the age of the subjects.

TABLE 4
ATTENDANCE AND NONATTENDANCE AT
CLASSES FOR EXPECTANT PARENTS BY
THE AGE OF THE PRIMIPARAS

Primipara	Age		Total
	Under 22	22 and Over	
Attended class	6	13	19
Did not attend class . .	14	6	20
Total . . .	20	19	39

$$df = 1; \chi^2_c = 4.321 \quad P < .05.$$

It can be seen from Table 4 that over two-thirds of the primiparas, age twenty-two and over, attended classes for expectant parents. The reverse was true for primiparas under the age of twenty-two; approximately one-third of this age group attended the classes. This observed difference between the two groups was found to be significant at the .05 level. The observed probability indicates that the chances of finding primiparas twenty-two years of age or over, rather than twenty-two years of age or under, in repeated samples of this size drawn from the same population, are far greater (95 times out of 100) among those who have attended classes for expectant parents than among those who have not attended such classes.

As previously noted, Davis and Morrone also found age to be a differentiating factor between parents who did and did not attend classes for expectant parents. The age factor was twenty years of age in their study as compared to twenty-two years of age in this study.³³

Table 5 shows the findings relative to the race of the primiparas. Data reveal that over two-thirds of the Caucasian primiparas attended classes for expectant parents, while approximately one-sixth of the Negro primiparas attended. This observed difference between the two groups of primiparas was found to be significant beyond the .01 level. The observed probability indicates that the chances of finding Caucasian primiparas rather than Negro primiparas in repeated samples of this size drawn from the same population are far greater (95 times out of 100) among those who have attended classes for expectant parents than among those who have not

³³Davis and Morrone, op. cit.

attended such classes.

TABLE 5
ATTENDANCE AND NONATTENDANCE AT
CLASSES FOR EXPECTANT PARENTS BY
THE RACE OF THE PRIMIPARAS

Primiparas	Race		Total
	Caucasian	Negro	
Attended class	17	2	19
Did not attend class . .	9	11	20
Total . . .	26	13	39

$$df = 1; \chi^2 c = 8.822 \quad P < .01$$

Data concerning the total, monthly, family income of the primiparas are presented in Table 6, and show that three-fourths of the primiparas who reported a total, monthly, family income of \$400.00 or over attended classes for expectant parents. The reverse was true for primiparas who reported a total, monthly, family income of under \$400.00; approximately one-fourth of this group attended the classes. This observed difference between the two groups of primiparas was found to be significant beyond the .01 level. The probability observed in Table 6 indicates that the chances of finding primiparas who reported a total, monthly, family income of \$400.00 or over rather than under \$400.00 in repeated samples of this size drawn from the same population are far greater (99 times out of 100) among those who have

attended classes for expectant parents than among those who have not attended such classes.

TABLE 6

**ATTENDANCE AND NONATTENDANCE AT
CLASSES FOR EXPECTANT PARENTS BY
THE TOTAL, MONTHLY, FAMILY IN-
COME OF THE PRIMIPARAS**

Primiparas	Monthly Family Income		Total
	\$400 - less	\$400 - over	
Attended class . . .	4	15	19
Did not attend class	15	5	20
Total . .	19	20	39

$$df = 1; \chi^2 c = 6.940 \quad P < .01$$

Table 7 shows data relative to the presence of the husband in the home. It is noted that over two-thirds of the primiparas whose husbands were present in the home attended the classes, while approximately one-sixth of the primiparas whose husbands were not present in the home attended. This observed difference between the two groups of primiparas was found to be significant beyond the .01 level. The observed probability indicates that the chances of finding primiparas who reside with their husbands rather than apart from their husbands in repeated samples of this size drawn from the same population are far greater (99 times out of 100) among

those who have attended classes for expectant parents than among those who have not attended such classes.

TABLE 7
ATTENDANCE AND NONATTENDANCE AT CLASSES
FOR EXPECTANT PARENTS BY THE PRESENCE
OF THE HUSBAND IN THE HOME

Primiparas	Husband		Total
	Present	Not Present	
Attended class	17	2	19
Did not attend class .	9	11	200
Total . . .	26	13	39

$$df = 1; \chi^2_c = 8.822 \quad P < .01$$

Table 8 presents a summary of the thirteen factors related to influence of attendance at classes for expectant parents. This table also shows the factors which were found to be significant at the .05 level or beyond.

Of the thirteen factors which were considered in Table 8, two, prior experience in infant care and source of information regarding availability of the classes, were found to differentiate between the two groups of primiparas at the specified level of significance. A discussion of each of these factors follows.

Table 9 presents the data relative to prior experience in infant care.

TABLE 8

**FACTORS RELATED TO INFLUENCE OF ATTENDANCE
AT CLASSES FOR EXPECTANT PARENTS BY THOSE
FACTORS WHICH DIFFERENTIATED BETWEEN
PRIMIPARAS WHO DID AND DID NOT ATTEND
CLASSES FOR EXPECTANT PARENTS**

Factors Considered	Factors Significant at the .05 Level or Beyond
Distance from home to hospital
Availability of bus service
Prior experience in infant care	*(42)
Source of information regarding availability of classes	*(43)
Encouraged to attend class
Source of encouragement
Discouraged to attend class
Source of discouragement
Sought other sources of information
Type of other source of information
Source of verbal information
Source of written information
Number of sources of written information

*The number in parenthesis () corresponds to the number of the factor in "Fifty-two Factors Derived from the Interview Schedule and Their Corrected Chi-square values." (Appendix C).

TABLE 9

**ATTENDANCE AND NONATTENDANCE AT CLASSES
FOR EXPECTANT PARENTS BY POSSESSION OF
PRIOR EXPERIENCE IN INFANT CARE**

Primiparas	Prior Experience in Infant Care		Total
	Yes	No	
Attended class	6	13	19
Did not attend class . .	14	6	20
Total	20	19	39

$$df = 1; \chi^2_c = 4.321 \quad P < .05.$$

Data in the above table reveal that over two-thirds of the primiparas who did not have any prior experience in infant care attended classes for expectant parents. The reverse was true for primiparas who reported prior experience in infant care; approximately one-third of this group attended the classes. This observed difference between the two groups was found to be significant at the .05 level. The observed probability indicates that the chances of finding primiparas who have not had any prior experience in infant care rather than those who have had such experience in reported samples of this size drawn from the same population are far greater (95 times out of 100) among those who have attended classes for expectant parents than among those who have not attended such classes.

Yankauer et al. also found that women who attended classes for expectant parents were less apt to have had prior experience in caring for an infant.³⁴

Data concerning the source of information regarding availability of classes for expectant parents are shown in Table 10.

TABLE 10
ATTENDANCE AND NONATTENDANCE AT
CLASSES FOR EXPECTANT PARENTS BY
SOURCE OF INFORMATION REGARDING
AVAILABILITY OF CLASSES

Primiparas	Source of information		Total
	Verbal	Written	
Attended class	14	5	19
Did not attend class . .	6	13	19*
Total	20	18	38

*One primipara who did not attend the classes said she did not know about them.

$$df = 1; \chi^2 = 5.172 \quad P < .01.$$

It is noted in the above table that almost two-thirds of the primiparas who reported a verbal source as their first source of information regarding classes for expectant parents attended classes, while approximately

³⁴Yankauer et al., op. cit., p. 13.

one-third of those who reported a written source attended. The observed difference between the two groups was significant beyond the .05 level of significance. The preceding probability indicates that the chances of finding primiparas who learned about classes for expectant parents through verbal sources rather than written sources in repeated samples of this size drawn from the same population are far greater (99 times out of 100) among those who have attended classes for expectant parents than among those who have not attended such classes.

The Reactions and Comments of Primiparas About the Classes

The primary purpose of this study was to ascertain the expressed reasons of the two groups of primiparous military dependents for attending or for not attending classes for expectant parents. In order to accomplish this purpose, the twenty primiparas who did not attend classes for expectant parents were asked two questions: the first concerned personal reasons for not attending classes; and the second dealt with possible reasons for attending such classes. In addition, the nineteen primiparas who had attended classes for expectant parents were asked three questions: the first concerned personal reasons for attending classes for expectant parents; the second regarded the most helpful topic discussed in the classes; and the last dealt with suggestions for improvement in the classes. A discussion of each of these questions follows.

Reasons for not attending classes for expectant parents, given by primiparas who did not attend the classes, are shown in Table II.

TABLE II

**REASONS FOR NOT ATTENDING CLASSES
FOR EXPECTANT PARENTS GIVEN BY
PRIMIPARAS WHO DID NOT ATTEND**

Reason Given	Number	Per cent
Did not want to go alone	12	60
Lived too far away	3	15
Too busy	1	5
Did not need the information . . .	1	5
Forgot about them	1	5
Did not feel like going	1	5
Did not know about them	1	5
Total	20	100

As shown in the above table the majority, or 60 per cent, of the twenty primiparas who did not attend classes for expectant parents said that they "did not want to attend alone." This is supported by the previously noted fact that 55 per cent of this same group of primiparas did not reside with their husbands. In view of this information, since the military man and his wife are often separated as a result of military orders, consideration should be given to the appropriateness of stressing that husbands accompany their wives to the classes. "Lived too far away" was given as a reason for non-attendance by 15 per cent of the primiparas. Fifteen per cent of the

respondents listed reasons such as "too busy," "forget about them," and "did not feel like going." "Did not know about the classes" was given as a reason for nonattendance by 5 per cent of the primiparas. Only 5 per cent of the primiparas gave the response "did not need the information." On the basis of the preceding data the hypothesis which stated "the majority of primiparas failed to attend classes for expectant parents because they do not feel a need for the information presented" was rejected.

Table 12 shows the responses given by primiparas who did not attend classes for expectant parents to the question "why do you think some mothers attend the classes?"

TABLE 12
POSSIBLE REASONS FOR ATTENDING CLASSES
FOR EXPECTANT PARENTS GIVEN BY
PRIMIPARAS WHO DID NOT ATTEND

Possible Reason	Number	Per cent
To learn how to care for the baby .	13	65
To gain more knowledge about pregnancy, labor and delivery . .	5	25
Some place to "drag" husband . . .	1	5
"Curiosity"	1	5
Total	20	100

The possible reasons observed in Table 12 when interpreted in the light of the prior experience in infant care of the responding group, indicate

that a greater proportion of primiparas, than those denoted by verbal reasons for nonattendance, might not have felt a need for the material presented in the classes for expectant parents. As pointed out earlier, prior experience in infant care was one of the factors differentiating between those primiparas who attended the classes and those who did not attend. Fourteen, or 70 per cent, of the primiparas, who did not attend the classes, reported prior experience in infant care. It can be seen in Table 12 that 65 per cent of this same group thought mothers attended classes because they "wanted to learn how to care for the baby." Twenty-five per cent of those questioned thought mothers attended the classes because they "wanted to gain more knowledge about pregnancy, labor, and delivery." Reasons such as "some place to drag the husband" and "curiosity" were given by the remaining 10 per cent of the primiparas. Before a definite conclusion can be drawn regarding the meaning of the above data, more information is needed about class content and the interpretation made by primiparas of this content.

Table 13 presents the responses given by primiparas who attended classes for expectant parents to the question "why did you attend the classes?."

The reasons given by the primiparas for attending classes for expectant parents indicates that all those who were questioned felt a need to increase their knowledge of one or more of the following subjects: pregnancy, labor, delivery, and infant care. Sixty-three per cent of the primiparas included the factor of infant care in their reasons, while 53 per cent included labor and delivery. Some aspect of pregnancy was mentioned in the reasons given by 43 per cent of the primiparas questioned.

TABLE 13

**REASONS FOR ATTENDING CLASSES FOR EXPECTANT
PARENTS GIVEN BY PRIMIPARAS WHO
ATTENDED CLASSES**

Reason Given	Number	Per cent
To learn how to care for the infant .	8	42
To learn about pregnancy, labor and delivery	5	26
To learn about pregnancy, labor, delivery, and how to care for the infant	3	16
To learn about labor and delivery . .	2	11
To learn about pregnancy and to care for the infant	1	5
Total	19	100

Table 14 shows the topics discussed in classes for expectant parents which the primiparas thought were the most valuable. Labor and delivery were named as the most helpful topic of discussion by 74 per cent of the nineteen primiparas. Sixteen per cent of these questioned named topics directly related to infant care as the most helpful. Five per cent of the primiparas thought diet and nutrition in pregnancy were the most helpful subjects discussed. All the topics discussed were thought to be helpful by 5 per cent of the primiparas.

TOPIC 14

**MOST HELPFUL TOPICS INCLUDED IN CLASSES
FOR EXPECTANT PARENTS ACCORDING TO
PRIMIPARAS WHO ATTENDED THE CLASSES**

Most Helpful Topic	Number	Per cent
Labor and delivery	14	74
Baby layette and formula making	2	11
Characteristics and care of the newborn	1	5
Diet and nutrition in pregnancy.	1	5
All subjects were helpful . . .	1	5
Total	19	100

Responses given by the primiparas who had attended classes for expectant parents to the direct question: "What suggestions do you have for improvement in the classes?" are shown in Table 15.

The majority, or 64 per cent, of the primiparas could "think of nothing" which might indicate that their reasons for attending classes for expectant parents had been fulfilled; however, further study of this seems necessary. Eleven per cent of those questioned suggested that more emphasis be placed on prenatal exercises. Allow more time for certain speakers and sections, such as the pediatrician, labor and delivery, and viewing the exhibits, was suggested by 15 per cent of the primiparas. Ten per cent of the primiparas made suggestions related to the organization and

management of the classes, such as, method of asking questions and provision for special speakers.

TABLE 15

**RESPONSES TO A REQUEST FOR SUGGESTIONS FOR
IMPROVEMENT IN CLASSES FOR EXPECTANT
PARENTS GIVEN BY PRIMIPARAS WHO HAD
ATTENDED THE CLASSES**

Suggestions	Number	Per cent
Can think of nothing	12	64
Place more emphases on prenatal exercises	2	11
Allow the pediatrician more time . . .	1	5
Allow more time for the section on labor and delivery	1	5
Allow more time for the viewing of exhibits	1	5
Plant questions for the question and answer period	1	5
Do not have doctors teaching the classes when they are on call in the hospital	1	5
Total	19	100

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of this study was twofold, namely, to ascertain the expressed reasons of two groups of primiparous military dependents for attending or for not attending classes for expectant parents and to differentiate between the two groups on the basis of certain socioeconomic factors.

Two groups of primiparous military dependents, those who attended classes for expectant parents and those who had not attended any such classes, were studied. Forty participants were randomly selected within twenty-four to ninety-six hours after giving birth, from the nursing records on the postpartum ward of an Army General Hospital located in the Eastern Section of the United States. One of the primiparas who had attended classes for expectant parents and was selected for the study was not interviewed at the request of her psychiatrist. There were nineteen primiparas in the group who attended classes and twenty in the group who did not. The total population, therefore, was thirty-nine primiparas.

A review of the literature was made after which fifty-two factors, thirty-nine related to socioeconomic status and thirteen related to influence

of attendance at classes for expectant parents, were considered to be those which were usually associated with nonattendance at classes for expectant parents. Five questions concerning reactions to comments about classes for expectant parents were also included in the study.

The chi-square with Yate's correction was applied to the data from the fifty-two factors studied to determine the significance of finding a difference as large or larger than observed between the two groups, namely, those who attended classes for expectant parents and those who did not attend any such classes. The confidence level for significance with one degree of freedom was specified at .05.

The first hypothesis as stated for the study was that "there will be no difference between primiparas who attended classes for expectant parents and primiparas who did not attend such classes in terms of certain socioeconomic factors." This hypothesis was rejected in view of the fact that four of the thirty-nine factors related to socioeconomic status were found to be significant at the .05 level or beyond. They were the following: age of the primiparas ($P < .05$), race of the primiparas ($P < .01$), total monthly family income ($P < .05$), and presence of the husband in the home ($P < .01$).

Two of the thirteen factors related to influence of attendance at classes for expectant parents were found to be significant at the .05 level or beyond. They were prior experience in infant care ($P < .05$) and source of information regarding availability of classes ($P < .01$).

In terms of the above, six significant factors, it can be concluded

that Caucasian primiparas, age twenty-two or over, who report a total, monthly, family income of four hundred dollars or over, reside with their husbands, possess no prior experience in infant care, and who report verbal sources as their main source of information regarding the availability of the classes, are more likely to attend classes for expectant parents than are Negro primiparas under age twenty-two, with a monthly family income of less than four hundred dollars, residing apart from their husbands, possess prior experience in infant care, and who learn of the classes through written sources.

The second hypothesis as stated for the study was that "the majority of primiparas failed to attend classes for expectant parents because they do not feel a need for the information presented." This hypothesis was rejected on the basis that the majority, or twelve, of the twenty primiparas who did not attend classes for expectant parents gave "did not want to go alone" as their reason for nonattendance. Only one of the respondents gave the reason that she "did not need the information."

The majority of the primiparas, thirteen of twenty, or 65 per cent, who did not attend the classes, thought that mothers attended classes for expectant parents because they wanted "to learn how to care for the baby." Five of twenty, or 25 per cent, of the primiparas gave "gain more knowledge about pregnancy, labor, and delivery" as a possible reason for attendance.

All of the reasons given by the nineteen primiparas for attending classes for expectant parents indicated that they attended the classes because they wanted to increase their knowledge in one or more of four

subject areas, namely, pregnancy, labor, delivery, and infant care. Infant care was included in the reasons given by twelve of the primiparas, while each of the other subject areas were included in the reasons given by nine of the primiparas.

Fourteen of the nineteen primiparas who attended classes for expectant parents thought "labor and delivery" was the most helpful topic included in the classes. Subjects directly related to infant care were named as the most helpful by three of the primiparas questioned.

Seven of the nineteen primiparas who attended classes for expectant parents offered suggestions for improvement in the classes. Of the seven primiparas, two offered the same suggestion, namely, "place more emphasis on prenatal exercises." Twelve of the primiparas offered no suggestions.

Conclusions

On the basis of the findings of this study it is concluded that:

1. There is a difference between primiparas who attend classes for expectant parents and those who do not since four factors related to socio-economic status and two factors related to influence of attendance at the classes differ by more than is likely to be due to chance. These factors were: age and race of the primiparas, monthly family income, presence of the husband in the home, prior experience in infant care, and source of information regarding availability of the classes.

2. Primiparas who failed to attend classes for expectant parents did so because they "did not want to go alone," rather than because they "did not feel a need for the information presented."

3. Consideration should be given to the appropriateness of stressing that husbands accompany their wives to the classes.

4. All the primiparas who attended classes for expectant parents reported a need for the information presented in the classes. Their reasons seemed to concentrate on particular aspects of the content in the classes, rather than the total course.

5. The majority of the primiparas had no suggestions for improvement in the classes.

Recommendations

As a result of this study, it is recommended that further studies be conducted where (1) a smaller number of socioeconomic variables would be considered; (2) variables pertaining to publicity for the classes and interpretation of class content by the primiparas would be examined; and (3) a larger sample would be drawn at random from three or more Army hospitals to show the differences and commonalities between the primiparas who do and do not attend classes for expectant parents.

APPENDIX A

LETTER REQUESTING PERMISSION TO CONDUCT THE STUDY

1000 Perry Street, N.E.,
Washington, D. C.

August 1, 1965

Dear _____:

As a requirement for the Master of Science in Nursing at The Catholic University of America, I have the approval of the Council on Research and Graduate Degrees and my advisor to pursue for my dissertation a topic in the area of expectant parents' classes. The purpose of my study is to ascertain the reasons given by two groups of primiparas for and for not attending expectant parents' classes and to compare the two groups to select socio-economic factors.

In order to obtain the necessary data I would like to interview forty primiparas, of which there will be twenty in the group who attended the classes and twenty who failed to do so. I would plan to interview all the participants on the obstetrical ward between twenty-four and ninety-six hours after they deliver, beginning 18 August, 1965.

_____, Chief, Army Health Nursing Branch, Office of the Surgeon General, recommended your installation as the most suitable site for my study.

I greatly appreciate the consideration you give to my request to interview the aforementioned patients. I shall look forward to any early favorable response.

A summary of the findings will be available should you desire it. All information will be held confidential.

Sincerely yours,

Evaline R. Baker
Captain, ANC

APPENDIX B

INTERVIEW SCHEDULE

Introductory Statement:

Hello Mrs. _____:

How are you this morning? I am Captain Baker. I am conducting a study with mothers who have recently given birth to their first baby. This study is required as partial fulfillment for the Master's Degree in Nursing at The Catholic University of America, in Washington, D. C.

Naturally, it would be impossible to interview all mothers so I have selected participants according to a plan.

In order to obtain the necessary data I would like to ask you several questions concerning yourself and expectant parents' classes. It is hoped that the information you supply will be helpful to army health nurses in planning their nursing activities with expectant parents' classes in the future.

The information that you supply will be held as confidential; your name will not appear in the study.

The interview will take approximately twenty minutes. I am prepared to interview you now, if you are willing to participate in my study.

Alternate responses depending upon the patient's reply.

- 1. I am most grateful for your participation.**
- 2. When might we plan an appointment for the interview?**
- 3. Thank you for giving consideration to my request.**

APPENDIX B--Continued

NOTE:

SECTION I -- Questions 1 - 43 asked of all mothers in the study.

SECTION II -- Questions 44 - 52 asked of mothers who did not attend expectant parents' classes.

SECTION III -- Questions 53 - 62 asked of mothers who did attend expectant parents' classes.

Attended Classes: Yes ☐ No ☐ Number of Classes Attended _____.

(Filled in prior to interview)

SECTION I

SOCIOECONOMIC FACTORS

1. Name _____
2. Address _____
3. Age last birthday _____
4. Race:
 - a. Caucasian _____ ☐
 - b. Negro _____ ☐
 - c. Oriental _____ ☐
5. What is your religion?
 - a. Protestant _____ ☐
 - b. Catholic _____ ☐
 - c. Jewish _____ ☐
 - d. Other _____ ☐
Specify _____

APPENDIX B--Continued

6. What is the highest grade you completed in school?

<u>Elementary</u>		<u>Secondary</u>		<u>College</u>
a. 1 <input type="checkbox"/>	e. 5 <input type="checkbox"/>	a. 9 <input type="checkbox"/>	a. 1 <input type="checkbox"/>	
b. 2 <input type="checkbox"/>	f. 6 <input type="checkbox"/>	b. 10 <input type="checkbox"/>	b. 2 <input type="checkbox"/>	
c. 3 <input type="checkbox"/>	g. 7 <input type="checkbox"/>	c. 11 <input type="checkbox"/>	c. 3 <input type="checkbox"/>	
d. 4 <input type="checkbox"/>	h. 8 <input type="checkbox"/>	d. 12 <input type="checkbox"/>	d. 4 <input type="checkbox"/>	

Other _____
Specify _____

7. Is your mother living?

a. Yes ☐ b. No ☐

8. What was the cause of death? (Refers to Question No. 7)

9. Is your father living?

a. Yes ☐ b. No ☐

10. What was the cause of death? (Refers to Question No. 9)

11. Do you have any older brothers and sisters?

a. Yes ☐ b. No ☐

Specify number: Brothers _____ Sisters _____

12. Do you have any younger brothers and sisters?

a. Yes ☐ b. No ☐

Specify number: Brothers _____ Sisters _____

APPENDIX B--Continued

13. What is your marital status?

a. Married ☐

c. Widowed ☐

b. Single ☐

d. Separated ☐

14. Did you work prior to pregnancy?

a. Yes ☐

b. No ☐

15. What type of work did you do? (Refers to Question No. 14)

16. Did you work during your pregnancy?

a. Yes ☐

b. No ☐

17. What type of work did you do? (Refers to Question No. 16)

18. How many weeks pregnant were you when you quit working?
(Refers to Question No. 16)

a. 4 - 12 weeks ☐

b. 13 - 24 weeks ☐

c. 25 - 36 weeks ☐

d. Other, no. weeks ☐
specify

19. Will you have someone to help you care for the baby when you first return home from the hospital?

a. Yes ☐

b. No ☐

20. Who? (Refers to Question No. 19)

a. Mother ☐

c. Sister ☐

b. Mother-in-law ☐

d. Other ☐
specify

APPENDIX B--Continued

21. Were you under a doctor's care prior to pregnancy? For any major illness such as diabetes, cancer, and heart disease?

a. Yes ☐b. No ☐

22. Why? (Refers to Question No. 21)

23. Were you admitted to the hospital at any time during your pregnancy?

a. Yes ☐b. No ☐

24. Why? (Refers to Question No. 23)

25. How old is your husband? _____

26. What is the highest grade your husband completed in school?

<u>Elementary</u>		<u>Secondary</u>		<u>College</u>	
a. 1 <input type="checkbox"/>	e. 5 <input type="checkbox"/>	a. 9 <input type="checkbox"/>	a. 1 <input type="checkbox"/>		
b. 2 <input type="checkbox"/>	f. 6 <input type="checkbox"/>	b. 10 <input type="checkbox"/>	b. 2 <input type="checkbox"/>		
c. 3 <input type="checkbox"/>	g. 7 <input type="checkbox"/>	c. 11 <input type="checkbox"/>	c. 3 <input type="checkbox"/>		
d. 4 <input type="checkbox"/>	h. 8 <input type="checkbox"/>	d. 12 <input type="checkbox"/>	d. 4 <input type="checkbox"/>		

Other _____

Specify _____

27. Did your husband work prior to coming into the military service?

a. Yes ☐b. No ☐

28. What type of work did he do? (Refers to Question No. 28)

APPENDIX B--Continued

29. How long has your husband been in the military service? _____

30. Does he plan on making a career out of the military service?

a. Yes ☐

b. No ☐

31. What is your husband's rank or rating? _____
specify

32. Does he have a civilian job in off duty hours?

a. Yes ☐

b. No ☐

33. What type of work does he do? (Refers to question No. 32)

34. What is your approximate monthly income from all sources

a. less than \$199 ☐

b. \$200 to 399 ☐

c. 400 to 699 ☐

d. 700 to 899 ☐

e. 900 over ☐

35. What kind of arrangements do you have for housing?

a. Rent an apartment ☐

b. Rent a house ☐

c. Buying a house ☐

d. Other ☐
specify

36. How long have you lived at your present address?

a. Under 3 months ☐

APPENDIX B--Continued

- b. 4 to 12 months ☐
- c. 1 to 2 years ☐
- d. Other ☐
specify

37. What was your previous address? _____

38. How many rooms do you have in your house (apartment)?

- a. 1 - 2 ☐
- b. 3 - 4 ☐
- c. 5 - 6 ☐
- d. Other ☐
specify

39. Who lives in this house (apartment) with you?

- a. Husband ☐
- b. Other ☐
specify

40. What modes of transportation do you and your husband own?

- a. Car ☐
- b. Two cars ☐
- c. Car and
motor scooter ☐
- d. Motor scooter ☐
- e. None ☐
- f. Other ☐
specify

APPENDIX B--ContinuedFACTORS INFLUENCING ATTENDANCE
AT EXPECTANT PARENTS' CLASSES

41. How many miles do you live from the hospital? _____
42. Is there bus service available from your home to the hospital?
- a. Yes ☐ b. No ☐
43. Have you ever taken care of an infant prior to having your own baby?
- a. Yes ☐ b. No ☐

SECTION II

44. Did you know that expectant parents' classes were given here at hospital?
- a. Yes ☐ b. No ☐
45. How did you first learn about the classes?
- a. Army health nurse _____ ☐
- b. Poster in the
Obstetrical Clinic _____ ☐
- c. Doctor _____ ☐
- d. Friend _____ ☐
- e. Other _____ ☐
specify
46. Did anyone encourage you to attend the classes?
- a. Yes ☐ b. No ☐

APPENDIX B--Continued

47. Who? (Refers to Question No. 46)

- a. Army health nurse _____ ☐
- b. Doctor _____ ☐
- c. Mother _____ ☐
- d. Friend _____ ☐
- e. Husband _____ ☐
- f. Other _____ ☐
specify

48. Did anyone discourage you from attending the classes?

- a. Yes ☐
- b. No ☐

49. Who? (Refers to Question No. 48)

- a. Mother _____ ☐
- b. Friend _____ ☐
- c. Husband _____ ☐
- d. Other _____ ☐
specify

50. From what source or sources did you obtain information regarding your pregnancy, labor and delivery, and care of the newborn?

- a. Mother _____ ☐
- b. Mother-in-law _____ ☐
- c. Husband _____ ☐
- d. Friend _____ ☐
- e. Doctor _____ ☐
- f. Army health nurse _____ ☐

APPENDIX B--Continued

g. Literature _____ ☐
Specify _____

h. Other _____ ☐
Specify _____

51. Why did you not attend the classes? _____

52. Why do you think some women attend the classes? _____

APPENDIX B--Continued

53. Where were the expectant parents' classes given that you attended?

54. How did you first learn about the classes?

a. Army health nurse _____ ☐

b. Doctor _____ ☐

c. Poster in the Obstetrical Clinic _____ ☐

d. Friend _____ ☐

e. Other _____ ☐

Specify

55. Did anyone encourage you to attend the classes?

a. Yes ☐

b. No ☐

56. Who? (Refers to Question No. 55)

a. Army health nurse _____ ☐

b. Doctor _____ ☐

c. Mother _____ ☐

d. Friend _____ ☐

e. Husband _____ ☐

f. Other _____ ☐

Specify

57. Did anyone discourage you from attending the classes?

a. Yes ☐

b. No ☐

58. Who? (Refers to Question No. 57)

a. Mother _____ ☐

APPENDIX B--Continuedb. Friend _____ ☐c. Husband _____ ☐d. Other _____ ☐

specify

59. Why did you attend the classes? _____

60. From what topic of discussion did you receive the most help? _____

61. What suggestions do you have for improvement in the classes? _____

APPENDIX B--Continued

62. From what other source or sources did you obtain information regarding your pregnancy, labor and delivery and care of the newborn?

a. Mother _____ ☐

b. Mother-in-law _____ ☐

c. Husband _____ ☐

d. Friend _____ ☐

e. Doctor _____ ☐

f. Army health nurse _____ ☐

g. Literature _____ ☐

specify

h. Other _____ ☐

specify

APPENDIX C

FIFTY-TWO FACTORS DERIVED FROM THE INTERVIEW SCHEDULE AND THEIR CORRECTED CHI-SQUARE VALUES^a

Number Corresponding to These Items on the Questionnaire Referred to as Factors in the Study ^c	Factors to Which the Chi-square Test with Yates Correction was Applied ^b	Corrected Chi-square
(2)	1 Present Address Washington Maryland and Virginia	3.574
(3)	2 Age of Primipara Under 22 22 and over	4.321 ^e
(4)	3 Race of Primipara Caucasian Negro	8.822 ^f
(5)	4 Religion of Primipara Protestant Catholic	.2624
(6)	5 Educational Attainment of Primipara Completed 10th - 12th year Completed 1 or more years Years of College or Technical School	.0160
(7)	6 Mother living Yes No	1.026
(8)	7 ^d Cause of Mother's death Heart Attack Other	

APPENDIX C - Continued

Number Corresponding to These Items on the Questionnaire Referred to as Factors in the Study ^c	Factors to Which the Chi-square Test with Yates Correction was Applied ^b	Corrected Chi-square
(9)	8 Father living Yes No	.2556
(10)	9 ^d Cause of Father's death Illness Accident	
(11)	10 Older brothers and/or sisters Yes No	.2479
(12)	11 Younger brothers and/or sisters Yes No	.0527
(13)	12 ^d Marital Status of Primipara Married Not Married	
(14)	13 Primipara Employed Prior to Pregnancy Yes No	.8730
(15)	14 Prepregnancy Employment of Primipara Professional Nonprofessional	1.816
(16)	15 Primipara Employed During Pregnancy Yes No	.2552

APPENDIX C--Continued

Number Corresponding to These Items on the Questionnaire Referred to as Factors in the Study ^c	Factors to Which the Chi-square Test with Yates Correction was Applied ^b	Corrected Chi-square
(17)	16 Occupation of Primipara During Pregnancy Professional Nonprofessional	1.232
(18)	17 Number of Weeks Pregnant When Quit Working Under 14 14 - over	.0073
(19)	18 Help at Home Upon Discharge From Hospital Yes No	.2285
(20)	19 Helping Person Family Member Other	.8294
(21)	20 Primipara Under Care of a Doctor Prior to Pregnancy Yes No	.4746
(22)	21 ^d Reason for Being Under a Doctor's Care Kidney Disease Rheumatic Fever	...
(23)	22 Admission to Hospital During Pregnancy Yes No	.0076

APPENDIX C--Continued

Number Corresponding to These Items on the Questionnaire Referred to as Factors in the Study ^c	Factors to Which the Chi-square Test with Yates Correction was Applied ^b	Corrected Chi-square
(24)	23 ^d Reason for Admission Weight Gain Paraservian cyst	. . .
(25)	24 Age of Husband Under 25 25 - over	2.059
(26)	25 Educational Attainment of Husband Completed 9-12th year Completed 1 or more years of College, Professional or Technical School	3.079
(27)	26 Husband Employed Prior to Military Service Yes No	.2552
(28)	27 ^d Premilitary Occupation of Husband Professional, Clerical and Sales Worker Skilled Manual, Semi-Skilled and Unskilled Employee	. . .
(29)	28 Length of Military Service Under 10 months 10 months - over	.0100
(30)	29 Military Service as a Career Yes No	.0207

APPENDIX C--Continued

Number Corresponding to These Items on the Questionnaire Referred to as Factors in the Study ^c	Factors to Which the Chi-square Test with Yates Correction was Applied ^b	Corrected Chi-square
(31)	30 Military Rank of Husband Under Specialist 5 or its Equivalent Specialist 5 or its Equivalent--over	2.067
(32)	31 Husband Engaged in a Part-Time Civilian Occupation Yes No	.0052
(33)	32 ^d Part-Time Civilian Occupation of Husband Professional, Clerical and Sales Worker Skilled Manual, Semi-Skilled and Unskilled Employee	. . .
(34)	33 Monthly Family Income Under 400 400 - over	6.940 ^f
(35)	34 Living Accommodations of Primipara Rent House or Apartment Live with Relatives	3.617
(36)	35 Length of Time at Present Address Under 1 Year 1 Year - over	.5774
(37)	36 Previous Address Washington, Maryland or Virginia Other State or Country	.2059

APPENDIX C--Continued

Number Corresponding to These Items on the Questionnaire Referred to as Factors in the Study ^c	Factors to Which the Chi-square Test with Yates Correction was Applied ^b	Corrected Chi-square
(38)	37 Number of Rooms in Present Living Accommodations 1 - 4 5-12	1.237
(39)	38 Shares Living Accommodations with Husband Yes No	8.822 ^f
(40)	39 Own a Car Yes No	.0963
(41)	40 Distance From Home to Hospital Less 10 Miles 10 Miles More	.2136
(42)	41 Bus Service Available from Home to Hospital Yes No	.6179
(43)	42 Possession of Prior Experience in Infant Care Yes No	4.321 ^g
(54)(45)	43 Source of Information Regarding Availability of Classes Verbal Written	5.172 ^f
(55)(46)	44 Encouraged to Attend Class Yes No	.0100

APPENDIX C--Continued

Number Corresponding to These Items on the Questionnaire Referred to as Factors in the Study ^c	Factors to Which the Chi-square Test with Yates Correction was Applied ^b	Corrected Chi-square
(56)(47)	45 Source of Encouragement Army Health Nurse Doctor	.00007
(57)(48)	46 Discouraged to Attend Class Yes No	.0169
(58)(49)	47 Source of Discouragement Friend Relative	. . .
(62)(50)	48 Sought Other Informational Sources Concerning Labor, Delivery, Pregnancy and Infant Care Yes No	.5784
(62)(50)	49 Source of Other Information Verbal Written	.0715
(62)(50)	50 Source of Verbal Information Relative Friend	.0226
(62)(50)	51 Source of Written Information Pamphlets Books	.6499
(62)(50)	52 Number of Different Written Sources 1 - 2 More Than 2	.0628

APPENDIX C -- Continued

^aThe fifty-two factors were derived from the Interview Schedule for both groups, those who attended classes for expectant parents and those who did not attend any such classes: (1) the first thirty-nine factors are related to socioeconomic status; (2) the last thirteen factors are related to influence of attendance at the classes.

^bThe significance of the observed difference between the two groups was tested for the fifty-two factors, derived as mentioned above, by the chi-square with Yates correction. The probability of obtaining a chi-square as large or larger than the observed were read from the appropriate table.

^cThe numbers in parentheses () correspond to the number of the question in the questionnaire "Interview Guide," (Appendix B).

^dA statistical application could not be made due to insufficient data.

^eSignificant at the .05 level or beyond.

^fSignificant at the .01 level or beyond.

BIBLIOGRAPHY

Books

- Garrett, Henry E. and Woodworth, R. S. Statistics in Psychology and Education. New York: David McKay Co., Inc., 1963.
- Good, Carter V. and Scates, Douglas E. Methods of Research. New York: Appleton-Century-Crofts, Inc., 1954.
- Meyer, Burton and Heidgerken, Loretta. Introduction to Research in Nursing. Philadelphia: J. B. Lippincott Co., 1962.
- Pagels, Elizabeth A. (ed.). Army Health Nursing. Washington, D. C.: Walter Reed Army Institute of Research, 1957.
- Wallace, Helen M. "The Epidemiology of Maternal and Child Health," Epidemiology in Nursing. Edited by Marjorie J. Corrigan and Lucille E. Cercoran. Washington, D. C.: The Catholic University Press, 1962.
- Yankauer, Alfred et al. Pregnancy, Childbirth, The Neonatal Period and Expectant Parents' Classes. Albany, N.Y.: State Department of Health, 1958.

Articles

- Barid, Dagald. "Social Factors in Obstetrics," Lancet, I (June 25, 1949), 1075-1083.
- Cerbin, Hazel. "Education for Parenthood," Public Health Reports, LXXI (October, 1956), 1024-1026.
- Davis, Clarence and Morrene, Frank. "An Objective Evaluation of a Prepared Childbirth Program," American Journal of Obstetrics and Gynecology, LXXXIV (November, 1954), 1196-1206.
- Hungerford, Mary Jane. "The Greatest Values in Expectant Parents' Programs," Child Family Digest, XIX (May-June, 1960), 89-92.

Miller, Lloyd H. "Education for Childbirth," Obstetrics and Gynecology, XVIII (January, 1961), 120-23.

Morris, Norman. "Maternity Unit of the Future," Nursing Mirror (January 6, 1961), 4-14.

Scott, Eileen, Hilsley, R. I., and Marion, E. "A Psychological Investigation of Primigravidae: III--Some Aspects of Maternal Behavior," Journal of Obstetrics and Gynecology of the British Empire, LXIII (August, 1956), 496-501.

Scott, Eileen and Thompson, A. M. "A Psychological Investigation of the Primigravidae; I--Methods," Journal of Obstetrics and Gynecology of the British Empire, LXIII (June, 1956), 331-43.

_____. "A Psychological Investigation of the Primigravidae: IV--Psychological Factors and the Clinical Phenomena of Labor," Journal of Obstetrics and Gynecology of the British Empire, LXIII (August, 1956), 502-508.

"What's What About Classes for Parents," Briefs, XX (March, 1956), 40-44.

Unpublished Material

Baker, Evaline R. "Why Are the Structured Expectant Parents' Classes at Brooke Army Medical Center Poorly Attended?" Unpublished Staff Study, Submitted to the Nursing Science Section of the Medical Field Service School, Fort Sam Houston, Texas, May 8, 1964.

Cemer, Carolyn Elizabeth. "The Educational and Emotional Effectiveness of a Selected Training in Childbirth Program in the Opinion of the Primigravida and Her Husband." Unpublished Master's dissertation, School of Nursing, The Catholic University of America, 1959.

Flannery, Sister Michael Marie. "Expressed Concerns Which Motivate Expectant Mothers to Register in a Selected Training for Childbirth Program." Unpublished Master's dissertation, School of Nursing, The Catholic University of America, 1962.

Other Sources

Department of the Army. Interview with Aloha Hammerly, Army Health Nursing Consultant, Washington, D. C., December 4, 1964.